Integration of Life Skills in Government run TVET System (Case From Kenya)

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By
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About CAPYEI

- It is a Kenyan NGO Registered in 2010
- Funded largely by MasterCard Foundation from 2011 to date
- Mandate to provide employability skills training to vulnerable youth
- Applies the Basic Employability Skills Training (BEST) model
- BEST places equal focus on providing technical skills as on life skills
- The model has been applied successfully in 6 African countries (Egypt, Sudan, South Sudan, Tanzania, Kenya, Somalia)
• BEST is a 9 step, market based, demand led model
• Works by closely linking skills providers (TVET’s) to skills consumers (employers/markets)
• Integrates life skills and career guidance and counseling combining personal skills, interpersonal skills, managing conflict and getting ready for the world of work.
• Emphasis is on identity, self esteem, attitudes, values, communication, conflict resolution, goal setting, decision making, body language, time and money management, relationships, etc
• Life skills is introduced first during step#4 (Induction) and reinforced throughout the training
• Assessment is done through an individual youth learning development plan (IYLDP)
• “YouMatch” is a GIZ program that covers Sub Sahara Africa (SSA) and the Middle East and North Africa (MENA)

• The program is centered on improving the link between labour demand and supply in order to improve employment services for youth

• Youmatch Sub Saharan Africa is organized into 6 Working groups

• These bring together partners and other specialists to each address a critical aspect of the employment mismatch challenge

• Working Group #4 focuses on the need to provide lifeskills and career guidance and counseling in order to improve skills delivery and livelihood outcomes

• This presenter was part of the working group #4 and the study tested the integration of CAP YEI’s life skills curriculum in the Government TVET system in Kenya.
Many TVET systems in SSA

• fail to provide transferable life skills in their programs.
• if offered, not given priority as they are often not examinable

Result???

• graduates who are technically trained but lack soft skills needed to succeed in the world of work
• poor quality workers, high transition rates and unhappy employers whose businesses can not grow
• vulnerable youth affected more as they lack the resilience and self confidence necessary to succeed in competitive social economic environments.

Solution

• Providing life skills as an integral part of TVET programs would be an important step to solving these problems
Objective: To test the potential for integrating a proven life skills curriculum in the public TVET system

Research Hypothesis:
• The provision of life skills and support, in conjunction with technical skills, leads to better learning outcomes for youth as indicated through measurable behavior, attitudes and perception changes

Justification for the Hypothesis: is from the experience of CAP YEI which shows that Life skills works, as shown by:
• Over 20,000 youth trained directly since 2011
• Gender ratio of CAP youth is 52% female, 48% male
• Low drop out rate at under 3%
• 75% transition to jobs, 7% enabled to start small businesses
• Alumni say life skills was the most useful benefit they gained from CAP YEI
• Employers confirm that CAP YEI graduates are better employees
• Lasting aspirations: 84% of youth say they are saving money to go back to school or start a business
Research Methodology

- Ten vocational training centers (VTC) were selected for the research
- The ten were then randomly divided into two groups ‘Treatment’ and ‘Control’
- A student sample of 550 – treatment 302 students and control 248 was chosen
- Twenty trainers of the students were identified to be part of the research
- A TOT course on the CAP YEI Life Skills curriculum was designed and organized for the 10 trainers from the treatment group
- The trainers were given materials and support to deliver the life skills to the students
- A structured questionnaire was administered to the students in both groups, twice; a) before the life skills training - baseline and b) after the life skills training – impact
- The questionnaire was organized into ten (10) broad clusters, each measuring a different aspect of the respondents’ beliefs, perceptions and/or behavior.
- These question clusters measured the following variables: Self-esteem, Mindset, Self-efficacy, Optimism, Relationship with others, Teamwork, Negotiation, Perception on TVET & Work ethics
Data Analysis

• Multiple choice questions were preferred, whenever possible, to elicit students' views under each of the change variables.

• The data was analyzed with the use of SPSS software.

• Results were then tabulated to indicate amount of change under each question cluster and to show the direction of behavior, attitude or perception change: **positive** or **negative**.

• The broad trend of direction change was then established by counting the number of questions under each cluster where the rating was positive.

• To simplify the process only answers given at the ‘extremes’ of each question’s multiple choice continuum were considered for the analysis.

• To control for the fact that the treatment and control samples were not equal, all results were expressed as percentages.
The analysis showed that – between the baseline and impact assessments:

- All students, even those in the control group, showed a propensity towards behavior, attitude and perception change.
- HOWEVER, students in the treatment group, showed a higher propensity to change than those in the control group.
- The direction of this change was towards positive attitudes, perceptions and behavior under all the question clusters.
- Students in the control group showed a lower propensity to change and, the direction was more likely to be negative than positive.
- CONCLUSION: the difference in the results between the two groups was caused by the life skills training.
Results - proportion of change

<table>
<thead>
<tr>
<th>Factor</th>
<th>Treatment Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Esteem</td>
<td>60%</td>
<td>30%</td>
</tr>
<tr>
<td>Mindset</td>
<td>80%</td>
<td>60%</td>
</tr>
<tr>
<td>Self Efficacy</td>
<td>76.60%</td>
<td>50%</td>
</tr>
<tr>
<td>Optimism</td>
<td>60%</td>
<td>25%</td>
</tr>
<tr>
<td>Relationship with Other Students and Teachers</td>
<td>60%</td>
<td>20%</td>
</tr>
<tr>
<td>Team Work</td>
<td>75%</td>
<td>62.50%</td>
</tr>
<tr>
<td>Negotiation</td>
<td>75.25%</td>
<td>31.30%</td>
</tr>
<tr>
<td>Perception of TVET</td>
<td>85.70%</td>
<td>25%</td>
</tr>
<tr>
<td>Work Ethics</td>
<td>35.70%</td>
<td>25%</td>
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</table>
The researchers also made an effort to elicit the views of the trainers about the project and their thoughts about integrating life skills in the TVET system:

- So, a post evaluation workshop was organized for all trainers from the treatment group, where they were invited to share their experiences and thoughts.
- The views of the trainers about the project were overwhelmingly positive (see table).
- They felt the curriculum had a positive impact on both students and trainers.
- They felt that the best way to deliver life skills was through teachers of technical subjects.
- **BUT** they also cautioned that significant investment in preparation, teacher training and resources need to be made first if such integration is to succeed.

### Summary of treatment group trainers responses

<table>
<thead>
<tr>
<th>Question</th>
<th>Overall/Mean Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive</strong></td>
<td><strong>Negative</strong></td>
</tr>
<tr>
<td>1  Responsiveness of the students to the life skills curriculum</td>
<td>84%</td>
</tr>
<tr>
<td>2  Experience of the research project</td>
<td>77%</td>
</tr>
<tr>
<td>3  Rating of the curriculum and support materials</td>
<td>85%</td>
</tr>
<tr>
<td>4  Changes noticed in students behavior</td>
<td>71%</td>
</tr>
<tr>
<td>5  Benefits of the life skills curriculum to trainers</td>
<td>86%</td>
</tr>
</tbody>
</table>
• The provision of life skills training results in positive behavior, attitude and perception change in students.

• It is possible to implement a private sector curriculum in the Government TVET system and get similar learning outcomes.

• The delivery of life skills by trainers has an added benefit of improving relations between trainers and students, and enhancing classroom participation.

• The best way to deliver life skills is by using the same trainers who deliver other technical subjects as this creates a good platform for building positive student trainer relations and reinforcing critical life skills concepts and behavior changes.

• For best results, it is important to train trainers in both life skills content as well as the experiential methodologies of delivery.
Recommendations for Policy

• The roll out of life skills in the government TVET system requires additional investments, in terms of training of trainers, recognition and facilitation, materials, equipment and curriculum development.

• For life skills to be taken seriously it should be made an examinable subject and monitoring tools introduced to enable in classroom measurement and reinforcement of resulting behavior and attitude change.

• As a start - a similar approach to CAP YEI’s could be considered for delivering life skills in TVET’s since it has been successfully tested.

• There is a need for Governments to create national policies that will guide the development, delivery, resourcing and assessment of life skills in the Education system.
Recommendations for further Research

• There is a need to replicate this research in other countries of the Sub Saharan Africa region in order to validate the findings and conclusions made.

• The research did not address the question of exactly what comprises life skills- it is necessary to try to answer this question from an employers perspective by assessing behavior, attitudes and perceptions desired by employers and the curriculum interventions that could lead to them. (update: We have now received a grant from the MasterCard Foundation to carry out this research)

• It is important to follow up some of the respondents of this study to confirm if these changes were sustained over time and whether they led to positive livelihood outcomes

• The results of the research, while very persuasive, were limited by time. Similar studies covering the entire TVET cycle should be considered.
Thank you very much!

Ahsanteni sana!

Namaste!

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